DOCUMENT RESUME

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IDENTIFIERS	*Maryland (Prince Georges County); *Workplace Literacy

ABSTRACT

Since September 1988, the Prince George's County (Maryland) Board of Education and the area's Private Industry Council have worked together to provide literacy-enhancing classes at worksites for persons in the county whose jobs represent 15 different employers. These employers have recognized the problems of workers with poor literacy and deficient basic skills, and they have chosen to attack the problem by providing educational opportunities at their worksites. Almost 400 employees participated in various types of adult basic education (ABE) classes supported with federal funds. Of these, about 54 percent were taking high school equivalency programs, 23 percent were in ABE classes, 18 percent were in English-as-a-Second Language (ESL) classes, and about 6 percent were studying for their General Educational Development (GED) diploma. Teachers used any materials they found appropriate, and also developed materials specific to some worksites. The classes initially ran for 40 hours. The project facilitator and counselors regularly visited classes to make students aware of help available. After 40 hours, some classes stopped because they had attained their goals, while others continued enthusiastically and also added new students. (Descriptions of the individual classes held at the various worksites and handwritten comments from students are included in this report.) (KC)

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ED315563

Department of Education
Office of Vocational and Adult Education
Washington, D. C. 20202

WORKPLACE LITERACY QUARTERLY REPORT

Grant Award No. V 198 A80

Quarter No. Totals

Grantee Prince George's County Board of Education

Is this program located at the work site?

Yes X No

Project Director Eleanor C. Rotter

Phone (301) 386-1512/386-1561

Reporting Period from 1 Sept 88 (Day/Month/Year) to 31 Dec 89 (Day/Month/Year)
(e.g.: 1st quarter is 1/1/89-3/31/89)

Number of weeks in training cycle	10
Average number of hours per week of Workplace Literacy training	4
Average number of hours per week of Workplace Literacy training per learner	4
Types of training funded (for example, basic skills, English as a Second Language, training, etc.	Basic Skills, Preparation for the GED, and English as a Second Language

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Eleanor C. Rotter 1/3/90
Signature of Project Director/Date

CE054015

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DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
WASHINGTON, D.C. 20202-7300

TABLE 1. Profile of Workplace Literacy Participants

Section A. Participants who upon entry into program had: (a)	American Indian or Alaskan Native (b)	Asian or Pacific Islander (c)	Black, not of Hispanic Origin (d)	Hispanic (e)	White, not of Hispanic Origin (f)	Total
1. Years of School Completed or Educational Functioning Level (if known): ESL		46	2	21	1	70
a. Level I (grades 0-8)		3	202	16	83	304
b. Level II (grades 9-12)		7	6	3	7	23
Total		56	210	40	91	397

Section B. Participants who upon entry into the program were:	Number of Participants		Total
	Males	Females	
1. Ages:			
16 - 24	34	12	46
25 - 44	156	91	347
45 - 59	63	31	94
60 and older	10		10
Total	263	134	397

Table 1A and 1B require reporting on an unduplicated count.
Table 1A grand total must equal Table 1B grant total.

TABLE 1. Profile of Workplace Literacy Participants (cont'd).

Section C.

Total number of participants* served at each site (if more than one site):

	Site Location	No. Participants
a)	See Attached List	
b)		
c)		
d)		

---

* unduplicated count of individuals who began training in this cycle and remained in training for at least two consecutive weeks.

Section D.

Length of Employment at Work Site:

Time Employed	No. Participants
0 - 5 mos.	
6 - 11 mos.	
1 - 5 yrs.	
6 - 10 yrs.	
11 - 15 yrs.	
16 - 20 yrs.	
21 and over	

Section E.

Proposed Number of Individuals to be Served 240

Actual Number of Individuals to be Served 397

Section C Attachment - Site Location

Site Location	Participants
City of Hyattsville (two 40 hour classes)	22
District Photo (four 40 hour classes)	42
Duron Paints and Wallcoverings (two 40 hour classes)	16
Greater Southeast Hospital (one 24 hour class)	8
Greenbelt Marriott (one 40 hour class, one 20 hour class)	14
E G & G Pressure Science (four 40 hour classes)	46
Maryland Thoroughbred Horsemen's Association (one 40 hour class)	7
Maryland Park and Planning (eight 40 hour classes)	53
Prince George's County Government - Department of Public Works (six 40 hour classes)	79
Prince George's County Government - Department of Environmental Services (four 40 hour classes)	46
Regency Nursing Home (two 40 hour classes)	19
University of Maryland (two 40 hour classes)	18
United States Postal Service (two 40 hour classes)	20
Hechinger's/Toys R Us (one 40 hour class)	7
TOTALS	41 classes 397 Participants

TABLE 2. Number of Personnel, by Organizational Placement of Job Performed

Organizational Placement and Type of Job Performed (a)	Workplace Literacy Program Personnel		
	Personnel Paid with Grant Funds		
	Total Number of Part-Time Personnel (b)	Total Number Of Full-Time Personnel (c)	Matching or Volunteers (d)
1. Administrative/ Supervisory	1		
2. Teachers	13 teachers taught 41 classes		4
3. Counselors	2		
4. Paraprofessionals			
5. Ancillary Service Providers			

TABLE 3. Quarterly Budget Information

Section A - Quarterly Outlays by Category for Quarter

	Grant Funds	Matching Contributions
1. Salary and Wages	Budget Reports	Will Be Submitted
2. Fringe Benefits	By Prince George's County Public	
3. Travel	Schools Budget	Office
4. Equipment		
5. Supplies		
6. Contractual Services		
7. Other (itemize)		
8. Total Direct Outlays (lines 1 to 7)		
9. Total Indirect Outlays		
10. Total Project Outlays this Quarter (lines 8 + 9)		

Section B - Quarterly Cost Sharing

1. Program Income Received*		
2. Non-Federal Funds (State, local, etc.)		
3. In-Kind Contributions		

Section C - Release Time

Quarterly Hours of Release Time _____ Quarterly Value _____

---

* If you receive program income, how will it be used?

_____

Have you requested and received approval for this use from the U.S. Department of Education? Y ____ N ____

TABLE 4. Qualitative Improvement Data to Date

Section A.

Achievement of participants:	No. Participants
1. Tested higher on basic skills	
2. Improved communication skills	
3. Improved safety record	
4. Increased productivity	
5. Improved product quality	
6. Increased efficientcy	
7. Reduced turnover	

Section B.

Methods of getting data for Section A:
(check those used)

1. Surveys of trainees
2. Surveys of line managers and supervisors
3. Pre and post tests of trainees
4. Observation of employee - behavior by managers and/or unions including production rates, time lost on job, etc.
5. Other (describe)

NARRATIVE

Part A: Please provide a one-page status report on your program

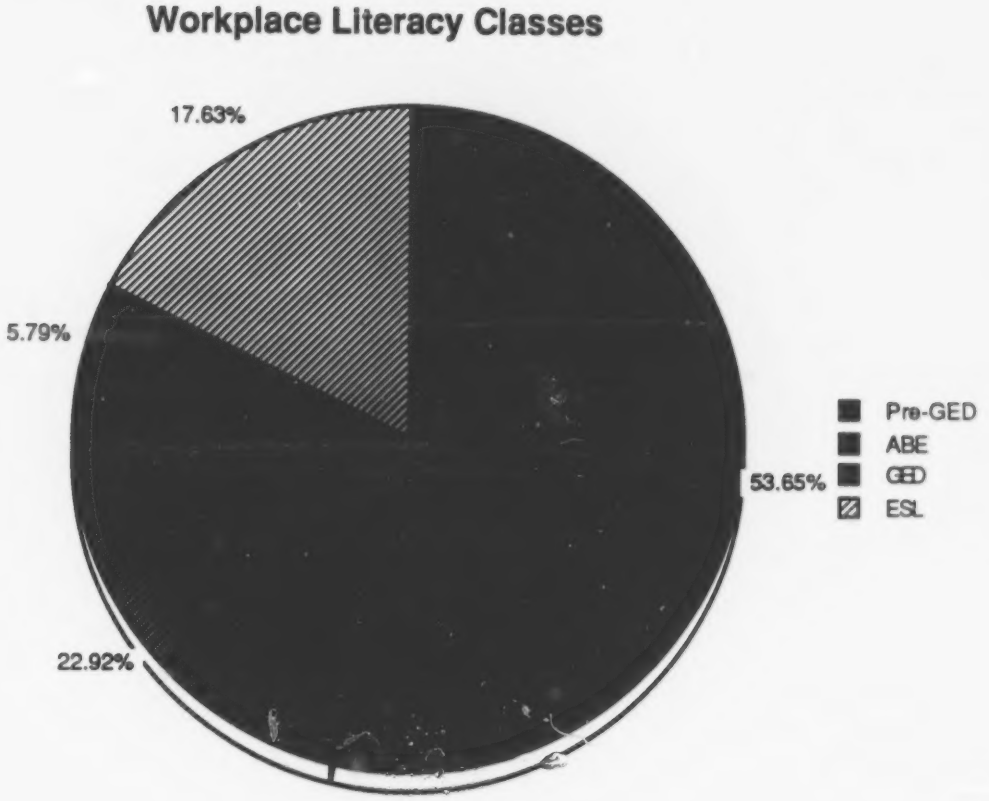
Part B: Please provide a one-paragraph projection of activities next quarter (i.e. will spending be more or less, number of participants increase, new activities added?)

Part C: Please state any concerns you have about project progress.

A. PROGRAM DEFINITION

The Prince George's County Board of Education and the Prince George's Private Industry Council have worked together since September of 1988 to provide literacy-enhancing classes at worksites, for individuals in the County who are employed by fifteen different employers. These employers have recognized the problems of workers with poor literacy and deficient basic skills, and have chosen to attack the problem by providing educational opportunities at their worksites. Three hundred and ninety-seven employees participated in various types of Adult Basic Education classes supported with federal funds. (Attachment A pie graph shows class proportions.)

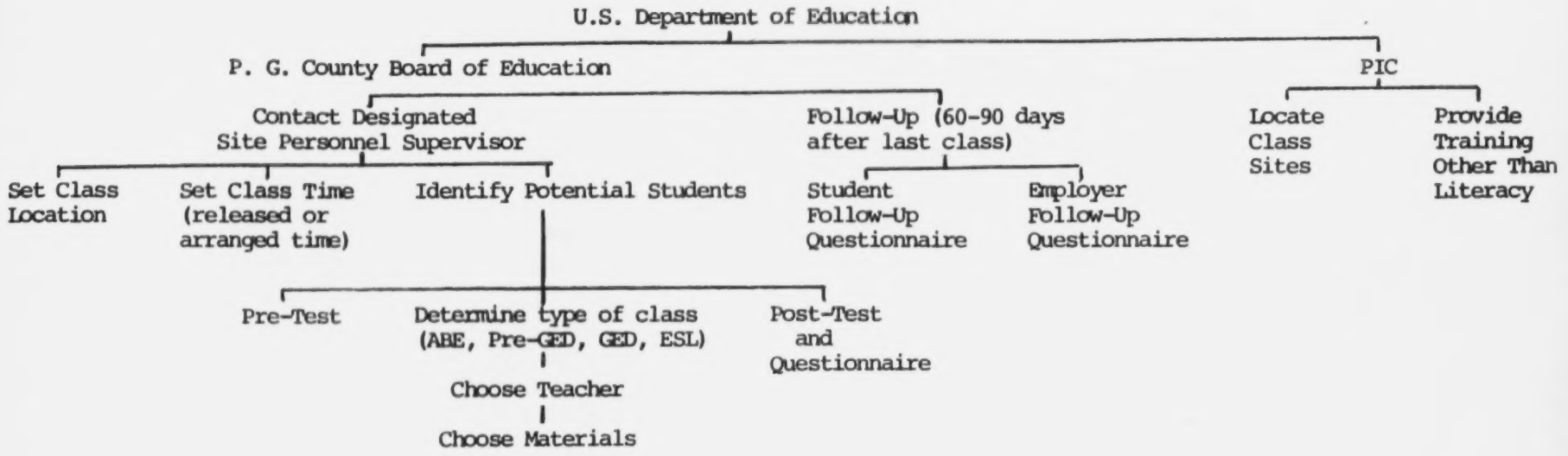
CHART A


Workplace Literacy Classes
17.63%
5.79%
53.65%
22.92%
Pre-GED
ABE
GED
ESL

B. OBJECTIVES OF THE PROJECT

Literacy and related job skills have been enhanced through the partnership of the Prince George's County Public Schools (PGCPS) and the Prince George's Private Industry Council (PIC). The school system's Adult Basic Education (ABE) personnel worked cooperatively with the PIC to identify businesses in need of literacy and basic skill services. Identified employers assigned a representative to cooperate with the workplace literacy (ABE) facilitator to focus on the needs of participants at each worksite. (See Chart B.)

CHART B


U.S. Department of Education
P. G. County Board of Education
PIC
Contact Designated Site Personnel Supervisor
Follow-Up (60-90 days after last class)
Locate Class Sites
Provide Training Other Than Literacy
Set Class Location
Set Class Time (released or arranged time)
Identify Potential Students
Student Follow-Up Questionnaire
Employer Follow-Up Questionnaire
Pre-Test
Determine type of class (ABE, Pre-GED, GED, ESL)
Post-Test and Questionnaire
Choose Teacher
Choose Materials

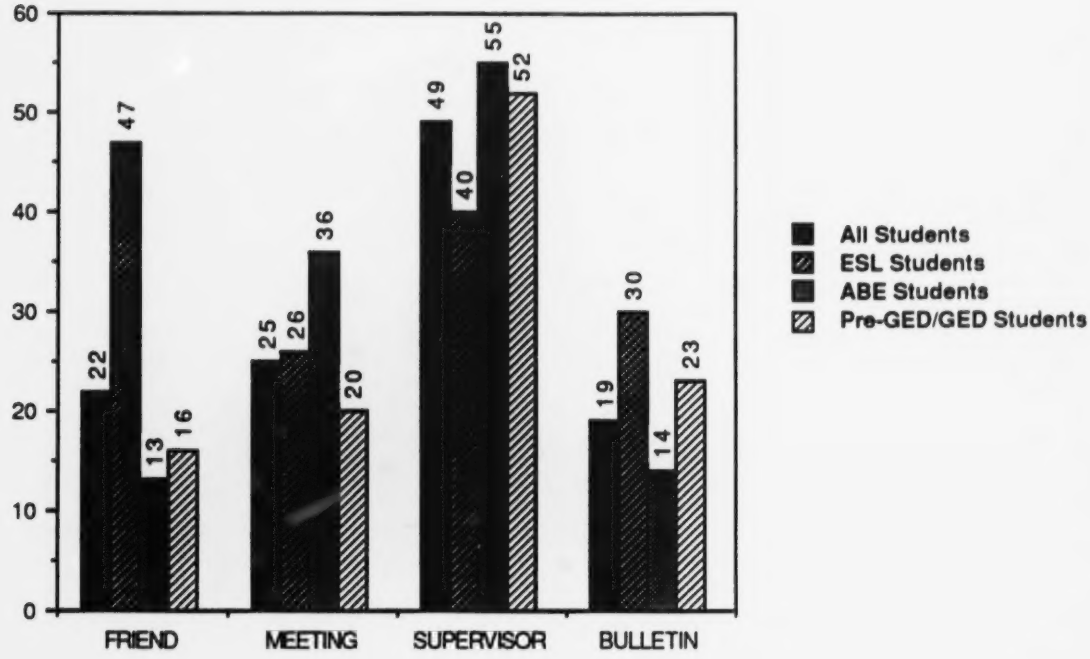
11

GENERAL OPERATION

The workplace literacy facilitator and the workplace representative first discussed various methods of recruiting participants. Some recruitment methods worked better at some locations than at others. The following results are from the student survey of how the students learned about classes. Some students learned about classes from more than one source. (See Chart C.)

CHART C

HOW STUDENTS LEARNED ABOUT CLASSES



After the students were recruited, a time and place were set for the project facilitator and the students to meet for pre-testing and discussion of student objectives. Most often, a teacher was also present to meet the students and to offer encouragement.

The pre-testing was the determining factor in the selection of course materials and the need to group the classes into different levels. Other factors important in these grouping decisions were the number of students interested in class, the hours that facilities for classes would be available, and whether the classes would be held before, during or after work hours.

The teacher, the facilitator, the worksite representative and the students would discuss employee-specific skills that the students should learn by the end of a class session. Many employers did not care to be worksite-specific with the materials. Some stressed that it was more than sufficient for the student to learn how to learn, and especially to learn how to read and to better communicate orally and in writing. The teachers and the project facilitator made every effort to seek out worksite-specific materials, but often they relied upon materials which are used in many of the Adult Basic Education classes. (Attach list of materials.)

New Price List for Fall 1989 Only

Center_____ Coordinator_____

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
Adult Education Office--952-4562
Upper Marlboro, Maryland 20772

Price List For Standard Text
(Also to be used as Order Form)

ABE MATERIALS

Reading

____	Basic Education:Reading/Book 1	no charge
____	Basic Education:Reading/Book 2	no charge
____	Working With Words	no charge
____	Working With Word Patterns	no charge
____	Practice in Reading	no charge
____	Reading for Today Series 1-5	no charge
____	Communication for Today Wkbk Series 1-5	no charge
____	In the Know Series 1-4	no charge

Entering the Reader's World

	Book 1	no charge
____	Book 2	no charge
____	Book 3	no charge

Living in the Reader's World

	Book 1	no charge
____	Book 2	no charge
____	Book 3	no charge
____	Book 4	no charge

English Grammar

____	Using English	no charge

Mathematics

Steps to Mathematics

	Book 1	no charge
____	Book 2	no charge

PRE-GED MATERIALS

Cambridge Materials

Pre-GED Series

	Reading Skills Text	$ 5.25
____	Writing Skills Text	$ 5.25
____	Math Skills Text	$ 5.25
____	Reading Skills Exercise Book	$ 4.00
____	Writing Skills Exercise Book	$ 4.00
____	Math Skills Exercise Book	$ 4.00

Steck-Vaughn Materials

Basic Essentials of Mathematics

	Book 1	$ 4.25
____	Book 2	$ 4.25
____	Practical Math 1	$ 4.75
____	Practical Math 2	$ 4.75
____	Practical Math Word Problems	$ 4.50

Learning Our Language

	Book 1	$ 4.25
____	Book 2	$ 4.25
____	Gateways to Spelling	$ 5.25

Mail order requests to:

Greenbelt Middle School
Adult Education Resource Room
6366 Greenbelt Road
Greenbelt, Maryland 20770

301-474-4477

GED MATERIALS

Cambridge Materials

____	Writing Skills Test	$ 5.50
____	Social Studies Test	$ 5.50
____	Science Test	$ 5.50
____	Literature & Arts Test	$ 5.50
____	Mathematics Test	$ 5.50
____	Writing Skills/Exercise Book	$ 3.75
____	Reading/Exercise Book	$ 3.75
____	Mathematics/Exercise Book	$ 3.75

Contemporary Materials - Pilot Centers

____	How to Prepare for HSEE	$ 7.50
____	All Ex. books	$ 3.50

ESL MATERIALS

Side By Side Series

____	Side By Side Text 1A	$ 5.50
____	Side By Side Text 1B	$ 5.50
____	Side By Side Activity Wkbk 1A	$ 4.00
____	Side BY Side Activity Wkbk 1B	$ 4.00
____	Side By Side Text 2A	$ 5.50
____	Side By Side Text 2B	$ 5.50
____	Side By Side Activity Wkbk 2A	$ 4.00
____	Side By Side Activity Wkbk 2B	$ 4.00
____	Line By Line Book 1	$ 8.00 NS
____	Line By Line Book 2	$ 8.00 NS

Advanced ESL Only

	Lifestyles Text 1	$ 6.00
____	Lifestyles Workbook 1	$ 4.00
____	Fundamentals of English Grammar	$ 13.75
____	Expressways 3A	$ 5.50
____	Expressways Wkbk 3A	$ 4.00

English Spoken Here Series

____	Getting Started Text	$ 5.50
____	Getting Started Wkbk	$ 4.00
____	Consumer Information Text	$ 5.50
____	Consumer Information Wkbk	$ 4.00
____	Health and Safety Text	$ 5.50
____	Health and Safety Wkbk	$ 4.00
____	Life in the U.S. Textbook	$ 5.50
____	Life in the U.S. Workbook	$ 4.00
____	Reading Today's English/Book 1	$ 3.00
____	Reading Today's English/Book 2	$ 3.00
____	Essential Idioms in English	$ 7.25

MISCELLANEOUS - Limited Quantities

____	All Spelled Out Series A-D	$ 4.00
____	Basic Science for Living 1	$ 3.00
____	Basic Science for Living 2	$ 3.00
____	American People/to 1900	$ 3.00
____	American People/since 1900	$ 3.00
____	Basic Skills in Grammar 1	$ 3.00
____	Basic Skills in Grammar 2	$ 3.00
____	How to Prepare for U.S. Citizenship	$ 7.25
____	Voices of Freedom I	$ 6.00
____	Voices of Freedom II	$ 6.00

Some employers did not feel that it was appropriate to make the classes worksite-specific since they were not offering the students work-release time to attend classes. In order to prepare for teaching skills which would enhance work skills, the teachers shadowed some employees on the job. The classes were frequently composed of people with different responsibilities, and the teacher also relied upon obtaining a general idea of the purpose of the organization and trying to understand each individual's work.

The teachers had constant access to the materials used by the Prince George's County Adult Basic Education Program, and they used any materials they felt would be appropriate for any individual. In addition, not all worksites provided copier access, so the teachers duplicated job-specific materials at Greenbelt Middle School.

The following graph indicates how the students felt about the instructional materials. (See Chart D.)

CHART D

How Helpful Do You Think The Instructional Materials Were To You?

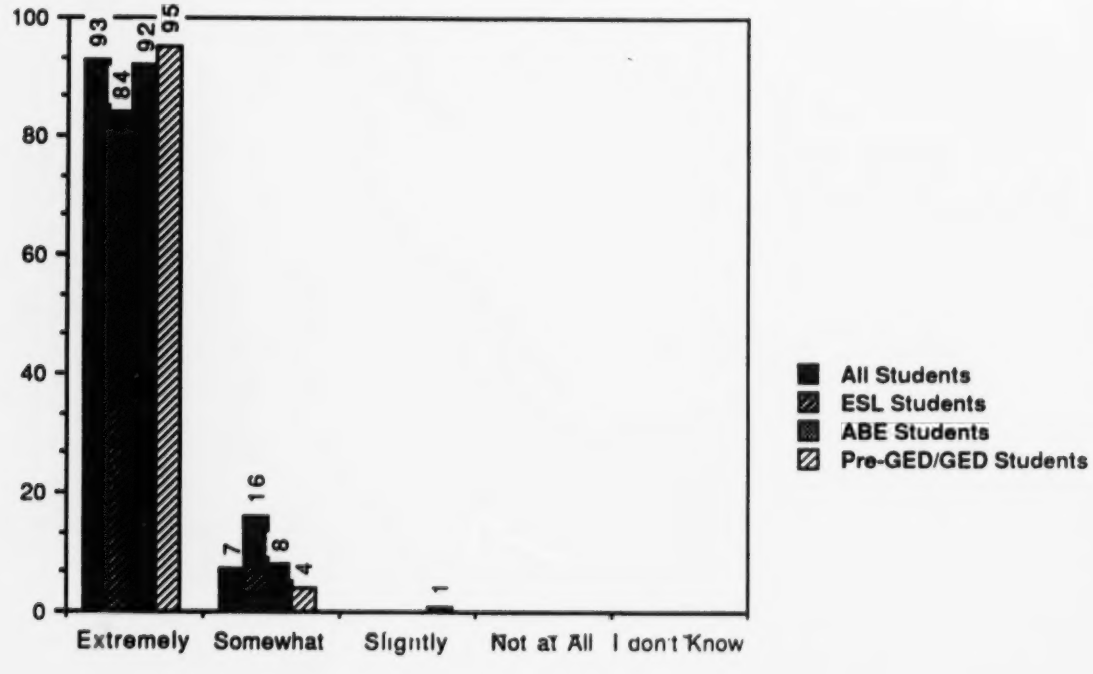


CHART E

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
Adult Basic Education
COUNSELOR REFERRAL FORM

ABE/GED ☐
ESL ☐

_____
center

_____
room no./teacher

Please print

NAME _____

ADDRESS _____

PHONE NUMBER _____

For ESL students only:

Immigration status _____

Native country _____

REASONS TO SEE COUNSELOR: (Please check)

1. Education _____
2. Testing _____
3. Job/Career _____
4. Personal _____
5. Community/County Services _____
6. Volunteer Opportunities _____
7. Citizenship/Immigration _____
8. Other _____

ACE-007

For Counselor Use

The classes initially ran for forty hours. During each forty hour session the class was frequently visited by the project facilitator who would help and encourage employees, advise the teacher on other materials and strategies which might be used, and monitor the attendance of the students. The project facilitator would communicate with the worksite representatives and discuss the progress of the students, or any logistical problems which might be occurring. Many teachers also had contact with the worksite representatives and problems with scheduling were often solved by the teacher or by members of the classes.

The counselors visited each worksite regularly, first making a presentation of the help available to each student, and then providing each student with a referral card. (See Chart E.)Counselors also spoke to all appropriate classes about applying for the GED exam and explained the scoring of that exam.

WORKPLACE LITERACY - COUNSELOR'S REPORT

An initial visit was made to each class site during the grant period. Instructors were consulted prior to each visit. At that time an introduction and description of counseling services as they related to the Workplace Literacy Program are presented. The counselor provided assistance for three basic problems confronting students:

1. Problems of Choice
2. Problems about Change
3. Confusion Reduction

To address the are of confusion reduction, the GED and Pre-GED classes were given an overview presentation on the GED Test which included requirements for applying, passing, areas to emphasize in preparation, and general information on test-taking skills.

A counselor referral form (See attachment E) was given to all students enabling them to seek additional contact with the counselor. Students were told the counselor would also make contact with them outside of classroom time.

Thirty-eight percent of our adults requested additional counseling services. Contact was usually made by telephone by the counselor after receiving the referral card. Areas of concern were noted by the student on the referral card, and after discussion with the counselor additional information was: given over the telephone, sent by U.S. mail, sent via the instructor, or delivered by the counselor in person.

The breakdown of requests for services was as follows:

24% requested information or materials related to

education/training

8% requested additional information on testing

7% requested additional information on jobs/careers

6% requested help with personal problems, i.e., health, child and family matters

5% requested information regarding attendance at area colleges

4% were referred to out Multi-Service Community Center for additional career counseling

1.2% were referred to agencies to help with drug related problems

1% requested community service or volunteer opportunities

.8% were given materials and information to aid placement in the armed forces

.8% requested information on obtaining citizenship

The following jurisdictions were also used as referrals in addition to resources available in Prince George's County: The District of Columbia, Montgomery County, St. Mary's County, Calvert County, Anne Arundel County and Charles County.

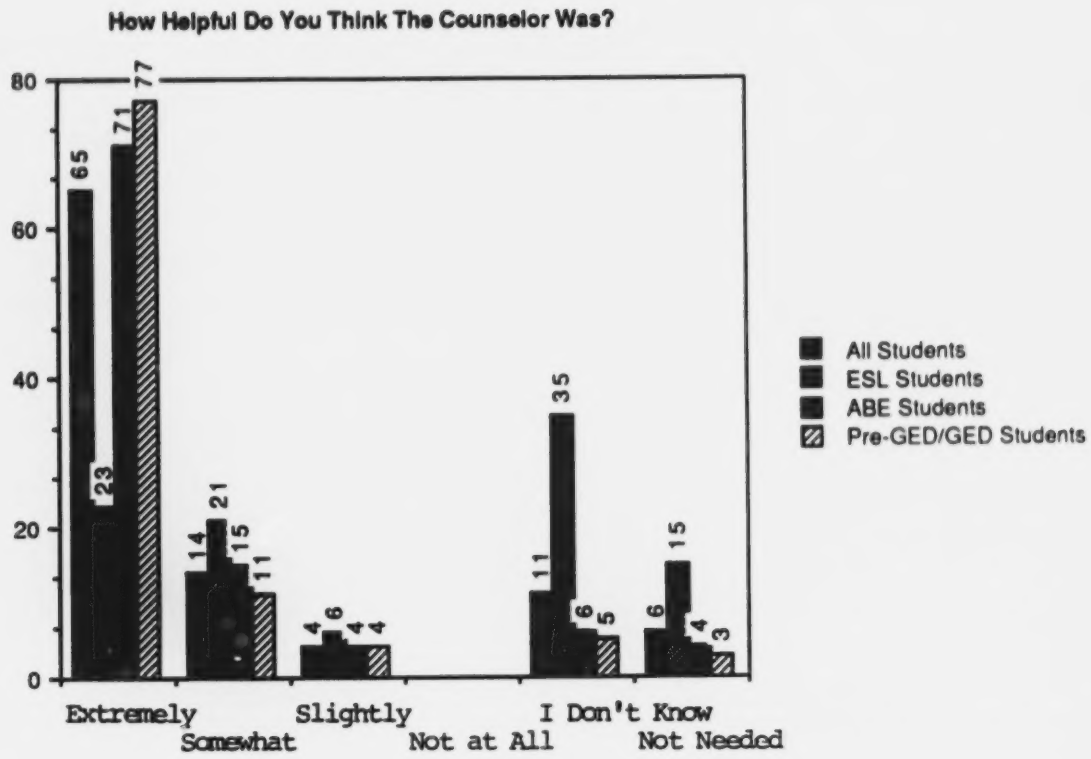
The counseling role evolved as one of consultation and referral. Other social agencies and educational services have resources and programs which expanded our ability to help the adults participating in the Workplace Literacy Program.

Using this approach for counseling adult learners seemed to be an effective and efficient way to meet their individual needs.

Many students did not need a counselor and therefore indicated that on their end of class survey. Counselors were valuable to highly stressed students and helped them with personal problems and/or referred them to other classes or to the Multi-Service Center. Here

the students received vocational assessment testing, career decision making inventories, as well as help with work attitudes, ethics and interpersonal relationships. The following graph shows how the students felt about the counseling helpfulness. (See Chart G.)

CHART G

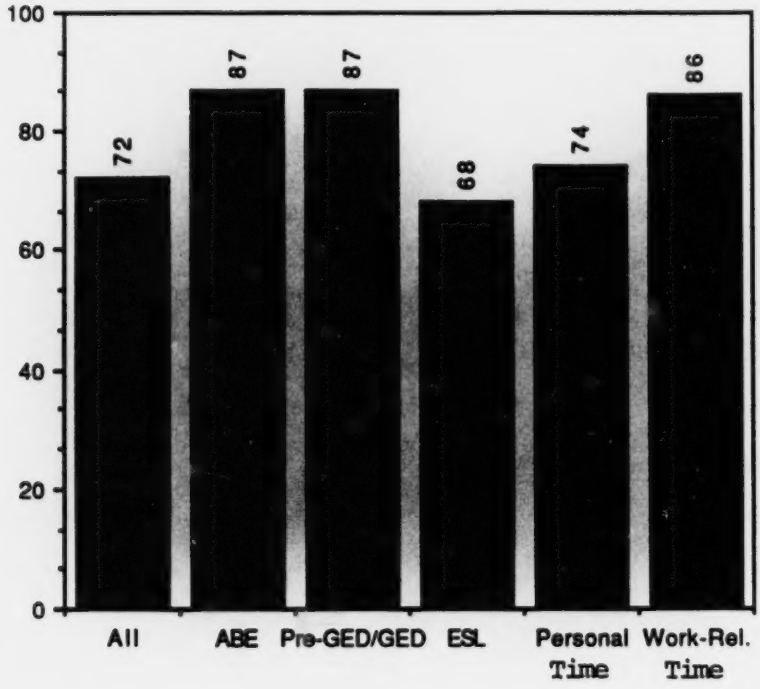

How Helpful Do You Think The Counselor Was?
80
60
40
20
0
65
23
71
77
14
21
15
11
4
6
4
4
11
35
6
5
6
15
4
3
All Students
ESL Students
ABE Students
Pre-GED/GED Students
Extremely
Somewhat
Slightly
Not at All
I Don't Know
Not Needed

Class attendance records were maintained by each teacher. The following graph shows the attendance rates of the various classes. The percentages were calculated by determining the number of hours a student could attend a class compared to the number of hours he did attend.

At the end of the first forty hours of class a decision was made as to whether the classes at each worksite would continue with a second forty-hour class. The decision was made with the consideration of many factors. Some classes were not continued because the students had reached the goals they had desired, because they were started too late in the grant period, or because they did not maintain adequate attendance to make the class effective. The reasons are further discussed in the individual summaries. Most classes were full, enthusiastic and ready to continue learning. The students were registered again, and new students were invited to join. These classes continued to be monitored by the project facilitator and each developed a special character and identity based upon the needs of the students. (See Chart H.)

CHART H

Comparison of Average Attendance



Upon completion of each class the teachers and the counselor discussed locations of nearby Adult Basic Education programs or the prospects of the employer continuing the classes without grant money. The student surveys show that 29 percent of the students entered other programs.

At the end of each forty hour session the students were surveyed. The results of these surveys helped to improve on-going classes. In addition to this in-class survey, the teachers were asked to call students several weeks after the last class. The teacher used this opportunity to check on the accomplishments of the students and to encourage students to seek additional educational experiences.

The worksite representatives were also surveyed several weeks after the last class. Some of the representatives were not the direct supervisors and asked others in closer working relationships with the students to answer the survey. The results of these surveys will be discussed later.

PERSONNEL

All thirteen of the teachers, the project counselors and the project facilitator have worked for many years in the Adult Basic Education Program of Prince George's County Maryland. The Program has provided many training sessions for its personnel and these employees have taken advantage of them. In addition to on-going contact with other personnel in the Adult Basic Education program (many currently teach together at different ABE locations), the staff had team meetings with other teachers at the same worksite, with other teachers of classes at the same level, with the counselor, with the ABE Resource

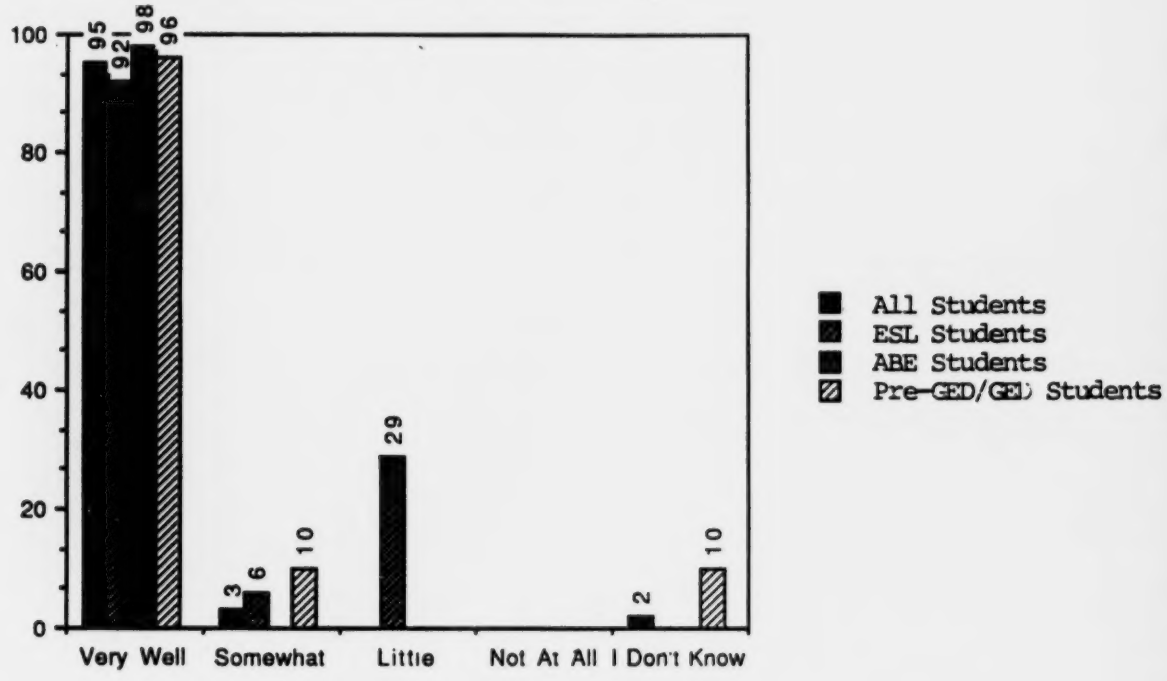
Teacher, and with the ABE Resource Assistant. These meetings offered the opportunity to discuss job-specific materials, published materials, and teaching strategies. None of the teachers was isolated at the worksite, as there were frequent visits by the facilitator, the counselors and frequent opportunities for teacher meetings. These meetings were held at the worksite, at the Greenbelt Middle School ABE Resource Center. Much of the success by the individual students and of the program relates directly to the experience of the personnel and to the teamwork of the personnel.

The classes started at scattered times during the grant period and some classes had ended before the last started. Efforts were made to meet all of the workplace teachers at one time, but the varied hours of the classes, the ABE commitments and the expertise of the teachers did not warrant a disruption of scheduled classes to hold such a meeting.

The students were surveyed as to how well informed they felt the instructor was about the materials. (See Chart I.)

CHART I

How Well Informed Do You Think The Instructor Was About The Materials Presented?



Volunteers played an important role in some of the classes. The project was fortunate to have the list of school system ABE volunteer recruits and to be able to place the four who had available daytime opportunity to meet with our students.

DESCRIPTION OF INDIVIDUAL CLASSES:

Each class developed its own unique identity. Many factors contributed to this uniqueness: class time, class location, student population, support of employers, the teacher and the class content. Following is a discussion of the student recruitment activities at each worksite and a summary of the classes written by the teachers. Also included in the class description there are evaluative comments written by the students.

HECHINGERS/TOYS R US

These two stores have warehouses in Landover, Maryland. The Hechinger workplace training specialist acted as the representative (a member of the Adult Education Advisory Committee), recruited employees by using the employee development programs brochure which is distributed to all employees at the warehouse and in the stores. She advertised classes in ESL, ABE and GED and asked to have students register by telephone or mail. The response was poor. The project facilitator then provided notices to post in the employee workrooms. There was some response to the notices. In some cases the individuals in need of the classes saw the notices, but in the majority of cases there was a supervisor who recommended the classes. Hechinger provided a meeting room for the classes from 7:00 to 9:00 p.m. on Mondays and

Wednesdays. The Toys R Us warehouse manager surveyed his employees and further encouraged a few to attend classes. Some students did come from their Toys R Us warehouse to the Hechinger meeting room. The time of the class was two hours after quitting time, for the warehouse employees. The combination of students from these two businesses provided enough members for the class to start. However, the class was always small and each member required unique materials. The two hour wait for class by warehouse employees and the travel required by store employees proved defeating and this group was only provided with one forty-hour session. The teacher's description is as follows:

Each day I observed the various levels of difficulties among many participants. Some struggled on daily activities at work because of low reading and math levels. Some ran across numerous problems at home with bills and children's homework. All participants were aware of their individual problems and worked hard to improve them. I watched and monitored closely a participant who was moving up the corporate ladder. Many students responded by appreciating the class and using every minute given in a productive manner.

CITY OF HYATTSVILLE

The Director of Public Works observed that many employees, including those who claimed to have high school diplomas, had difficulty reading instructions, reading evaluations, completing forms and communicating. He felt that all his employees should be provided with the opportunity to attend classes during work time. The afternoons of the lightest trash collection were chosen and a meeting with the employees was held in their lunch room. The first meeting was

met with some resentment, but no one was forced to attend classes. The students were, however, highly encouraged by the director and his two secretaries. This encouragement and the talents of the teacher and the volunteers contributed to the good attendance rate in these two forty hour sessions. Some students who had claimed to have diplomas started asking questions about the GED exam that revealed they might try to make their claims honest. The non-readers were encouraged to take advantage of the free optical provisions offered by the City, and with glasses they were able to make progress. The following are the teacher's descriptions and comments written by class members on the in-class survey.

Students work on the streets and sanitation crews in Hyattsville, Maryland. This was a diverse group: 20% were non-readers, 40% claimed to have high school diplomas but lacked basic skills,and the remaining 40% were at various pre-GED and GED skill levels.

We were fortunate to have two volunteers to aid in grouping the class. The non-readers were able to recognize most of the letters of the alphabet when classes began. We were able to work through most of the Challenger Adult Reading Series. This series stresses long and short vowel sounds, beginning and ending consonant sounds and blends. The stories deal with the trials and tribulations of an inner city family and their circle of friends. We had practice with writing sentences. We reviewed the basic math skills of addition, subtraction, multiplication, and division of whole numbers with some exposure to fractions and decimals. After eighty hours this group had acquired a lengthy sight vocabulary (including many life-skill and work-skill related words) and had better word attack skills. Their handwriting

was much improved as well as their ability to form complete sentences. They were better able to compute and apply these skills to everyday situations. Overall, they were more self assured and wanted to continue with their learning.

The remainder of the group was able to successfully complete most of the Cambridge Pre-GED Math, Writing and Reading series. This was a much needed refresher for some, and for the others many of the concepts were completely new. In math, we completed addition, subtraction, multiplication and division of whole numbers, fractions, decimals, and percents. We worked with some algebraic and geometric concepts. All computations dealt with word problems that related to everyday situations and work skills. We did an extensive amount of interpretation and construction of our own maps, graphs and charts. In writing, we primarily worked with writing and speaking correctly. This included correct grammar, subject-verb agreement and the correct use of pronouns. Our reading included the reading and discussion of adult stories written at the Pre-GED level.

Hope to better understand My 3rd Grade instructions

HELP my SON WHEN HE needS IT.

It will help me later on in life.

This class will strengthen my math skills.

THE READING AND MATH I have learned will certainly improve MY EFFICIENCY ON IN MY DAILY WORK.

When I move to a better job.

HYATTSVILLE

The following comments were written on the "Student/Employee Questionnaire" during the last class session.

12. How will the skills you learned in this class help you in your life or in your job?

Be able to communicate with people on a more intelligent manner. A

skills will help me to better understand instructions on my job.

It will help me do my job better

Hopefully keep me in a effective learning capacity i.e. to continue practicing about the material of a Coreading lesson.

It Helps me to think more clearer and to perform better.

I think what I learned in Math will help me do my job better.

DISTRICT PHOTO

The Director of Personnel, President of the County Literacy Advisory Council, was most enthusiastic about having adult basic education classes at this large photo development plant in Beltsville, Maryland. He knew that many of his employees could use basic reading, math and preparation for the GED, as well as English as a Second Language. He did not feel that the owners would be willing to provide release time for the classes, nor did he feel that classes could be held during the regular work week because of the need for three full shifts and because of the need to require overtime. He recruited students by using leaflets suggested by the project facilitator and by encouraging supervisors to approach employees who could benefit from this class. The response was initially poor and it appeared that classes would not be held. However, as a further indication of the need to improve communications, some non-native employees got word to the director that they wanted to know when Saturday English classes would begin.

The project facilitator and one teacher went to do pre-testing and twice as many employees as had been expected came for pre-testing. There were two levels of students and it was decided to have two, three-hour ESL classes each Saturday morning. It was thought that Saturday morning classes would be difficult during the late spring, summer and early fall, but this is the time of year that the employees are not encouraged to take vacations because it is a busy time at the photo center. Both classes were held in a large training room. The

classes were so enthusiastically received that the two original classes were continued for a second cycle.

The following are comments written by the two teachers, comments written on the in-class survey, and comments made by students during the last class when management recognized the students initiative in coming to classes.

Lower Level ESL

When I walked into the class the first day, all the Hispanic students sat on one side of the room; all the Chinese on the other side, totally unable to communicate with one another, despite the fact that they are all co-workers at District Photo. Students looked at me with blank expressions on their faces when I asked them their names. Within two weeks, the students were explaining the difference between first name and last name, zip code and area code, street number and apartment number. Pretty soon, Chinese students were asking Hispanic students questions such as...

Are you married?

Is he handsome?

Am I Chinese?

...They began to master the verb "to be", many adjectives, and the short yes/no answers. The Hispanic students, in turn, practiced these same skills, focussing much of their efforts on pronunciation; and before long, many of the cultural and linguistic barriers that existed at the beginning of the class began to disappear.

Halfway through the semester, students were describing various pieces of equipment in their work environment, using the words "next

to", "between" "around the corner from", and "across from." They shared information about their families and marriage traditions through the use of family trees which they put on the blackboard, and then explained in great detail, and with great pride.

The students learned how to write checks, they learned the names of products that could be purchased in a grocery store, and they mastered the many names for articles of clothing. One entire hour of one class was devoted to a vivid discussion of a recent company-sponsored trip the students had all taken to an amusement park. During another class period, the students gave their opinions of the student revolution that was occurring in China, and the crackdown on drug dealers in Columbia.

By the end of the semester, students were writing in short, but complete sentences, using apostrophes, plural forms, and possessives. Their nervous giggles and fixed smiles from the first class turned to hearty laughter and lots of interaction during the last class. The highlight of the semester came when one of the students in the other class at District Photo (a level 4 class) read a very sophisticated, touching letter thanking the teachers and the management of District Photo for the opportunity to learn English. In that letter, the student made a plea for the classes to continue. With that, one of my students presented me with a lovely gift, with a card attached that said, "A gift for your bridal shower."

Higher Level ESL

Many of the District Photo employees studied English in their native countries, but now, they both work and live primarily with other

non-native speakers, and have little chance to practice speaking or listening to English. At our 9:00 a.m. to noon Saturday morning classes at District Photo, we tried to give them opportunities both to speak and to listen to English.

In this higher level class, we concentrated on practicing free conversation, using text materials, newspaper articles, and the interests and experiences of the students as a base. Along with free conversation practice, we also worked on vocabulary expansion, especially learning the meaning of idioms, and on life-skills reading comprehension.

In our classes, we reviewed approximately 150 idioms. Additionally, we learned vocabulary and practiced dialogues necessary to complete bank transactions. We also learned how to read a phone book, a store directory, a map, traffic signs, and adult education and recreation brochures.

The class has learned about, and discussed environmental problems and the geography, history, and economy of states in this general area: Pennsylvania, Virginia, and Maryland. In addition to that, each student wrote a personal experience paper for homework every week and after the papers were corrected, the students read them to the class, and we discussed the new vocabulary, the new ideas, and the new grammar points we found in them.

The students have learned a great deal and their responses to the classes have been enthusiastic. They have repeatedly requested that we continue lessons, and have made their wishes known to management, who seems to be receptive. Management, in fact, has informed us that they have a number of additional students who also want to take ESL

classes. The District Photo ESL classes have proven to be a positive and worthwhile undertaking for the students, as well as for their employer and their teacher.

District Photo

The following are comments written on the "Student/Employee Questionnaire" during the last class session.

12. How will the skills you learned in this class help you in your life or in your job?

I need English class for my JOB, FOR my future babys and for my life

It class is very helpful for my life and english. My speaking and writing skill improve a lot. I can talk more easier with my Boss than before, and learn more things about America society.

I Need Lear a Drive Car.

I Need Lear English and Komputation.

I want to get information about job, college, I want to use to Listening, writing reading and speaking.

I want to go to college, but I must be pass English (TOEFL).

I need english. For Job
Need Lear a Drive.
read in english

I Like

I want to dreve lisense

I need English. For Job

I learned speak better so I can talk better. with people, and to do a better job.

I learned to speak better so I can communicate with other people better.

help My School work
to Work with numbers
drive a car
speak English better

Speaking English better. drive car. help my children.

To get a bill. job
To get more money
To speak english better
to shopping

get a better job help my life
help go to shoping

Help my get a better job and speak English and reading book

Get a better job Get more money drive a car
Speak English better help my children.

I learned in this class for To go buy in the shopping, help future children's speak English better and a better life.

It improved my listening comprehension and speaking.
It is useful for my life and my job

13. We want to learn more English. so I suggest to continue this English class

It is very well for my life and my job.

Student Speech

We thanks for company give us this wonderful opportunity to improve our English language ability. ~~At~~ here, particularly I should say thanks for our English teacher. Sally. ~~Anna~~ Dana and Friend They are volunteer to spend every saturday morning to teach us. We ~~to~~ learn a lots of things from them. ~~to~~ Now. This class. The first perio already finished. we like to say something to our manage. Because this class is very helpful for us. it really improved our English level.

Before this class, most of us. We miss ~~and~~ understanding our leads and superiors speaking during the meeting or work. but Now. it makes us more easy to work with them. However, this still is not enough for us. We think to continue this ~~eng~~ English class is neccessary. It is not only for our benifits ~~also~~ but also for company. ~~we~~ If we get higher English ability. The working efficiency will get higher, so, we expect the company to continue this English class.

Thank you very much!

Studint Speech

I would like to thanke I wish to express my thanke to our teacher.

In the past a half year Our English ablity improved this is due to the teacher's wandful/ instruco and greead holp I will remble your paitan

I also would like to expiree my thank to the leads of the compane. who give us opportunity for English study. This is not only good (opportunty) for second language ablity this is also give us a halp for our work.

At the compane. in our department, the work's time is so long. no working schedule. we can't go to the public school.

In the furturn, the campeme provid same keid of chang.

DURON PAINTS AND WALLCOVERINGS

Duron has large warehouses in Beltsville, Maryland at its central office location. The Personnel Manager was enthusiastic at the prospect of offering classes to warehouse employees. She felt she wanted to present the idea to higher management in hopes that they would allow work release time. Several months after initial discussion with the project facilitator she was encouraged to recruit students for afternoon classes to be held two days a week. Warehouse supervisors were asked to encourage those employees who were most in need of classes. The group that was pre-tested fell into two distinct educational skill levels. One group needed pre-GED and GED work and the other was a group in need of very basic reading skills. Two classes were started. The employees were given work release time, and management provided the teachers with coupon booklets. Coupons were to be distributed by the teachers for good work, and could be used in the company incentive program. The classes were well attended, but only two, forty-hour class sessions were held because of the close of the grant period.

The following are comments written by the teachers, written by the students on the in-class survey and one special commentary by a student given at the last class when management recognized the participants.

Classes were offered in Pre-GED Math, Writing, and Reading and GED Math for students who perform manual labor the Duron Paint Company in Beltsville, Maryland. This was a diverse group. The majority could be instructed on the seventh through eighth grade reading levels. They

needed a complete review of mathematics from addition, subtraction, multiplication, and division of whole numbers, fractions, and percents and interpretation of maps, graphs, and charts. One-fourth of the group only needed to improve their writing and speaking skills.

Because of the diversity of the students, instruction was individualized and in only one ten-week session we were able to complete the Cambridge Pre-GED Math book and most of the Pre-GED Writing and Pre-GED Reading Exercise books.

We became an extremely close-knit group as the enclosed student letter testifies. Student interest in education was definitely rekindled. One student is taking his GED examination soon. Another is enrolled in a GED course through Prince George's County Adult Education program and another is taking a Data Processing course through Prince George's County Adult Education program. The remaining students hope to return to class and continue their work.

Basic Reading and Math

Duron is a paint manufacturing plant. The jobs of the workers range from assembly line workers, to packers and supervisors. The ability levels range from non-readers through sixth grade.

Since math was important in their jobs, half of the class time was spent on basic, job, and consumer-related math. One student commented that, now he could figure out what the sale price of a per cent discounted item would be. We also worked on job safety including the ability to recognize chemical names, cautions, and hazards. One student had fainted from inhaling a chemical when he couldn't read its name. The supervisors in the class needed to work on writing and

spelling, so they could fill out coupons earned by employees. By the end of the class, the supervisors began meeting their coupon quotas. One particular non-reader was so excited with his ability to read that he grinned from ear to ear every time he was reading. The entire group is very anxious to continue classes.

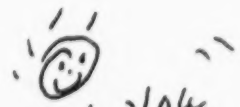
DURON®
PAINTS & WALLCOVERINGS

TIME

The time has come for our classes to end, And as it approaches it occurs to me that while time is one of the most important things in our lives, We really don't know anything about it. For instance we have know idea what time our lives really began, And we have no idea what time they will end, So all we have is the time we live from minute to minute. Poetically speaking we could say that time is just a word, That measures the stages, In the way we feel, When life turns the pages, A time to laugh, A time to cry, A time to be born and a time to die, But most importantly any time ia a time to learn.

We are so glad we had this time together, You taught us the right things, And corrected the wrong, But it seems that we have only gotten started and its time for us to say so long. Thank you for giving us your time and sharing your knowledge, For these are the only real possessions we have in life, We can give no greater gift to one another than the gift of knowledge and our valuable time. Thank you caring teachers, Both of you,Thank you Duron for giving us time on the company time to better ourselves personally. I know I speak for all of us in saying that we have each gained something from this time we have spent with you. I recently saw a bumper sticker that read "IF YOU CAN READ THIS , THANK A TEACHER", After spending this time in the class room environment with such a wonderful teacher the statement has added relevance and impact. Maybe this is not the end, But the beginning of a new and rekindeled intrest in eduation for us, At any rate thank you again, And all things in their time.

TEMPUS FUGIT
Larry Holmes



Thank You.
CARL
-11

Thank You !
Darren

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DURON PAINTS

The following comments were made on the "Student/Employee Questionnaire" during the last class sessions.

12. How will the skills you learned in this class help you in your life or in your job? I am sure it will help in many ways on the job in doing the GED test. and it will help when I can finish the course I realy want to do, also on the present job.

I AM doing better IN my Work AN I think I AM going To make It. THANS to BARBARA AN my CLASSMATE.

The skill I learn from this class has been very helpful in my Math as for as counting, Spealking an reading

This Class is very helpefull to me. because it helps me to no more about words. Such as long vowels words and short vowels words. I finish the class is very Intrested.

12. How will the skills you learned in this class help you in your life or in your job?

My main goal was to improve my math. to help me manage my money more better.

I CHOSE TO TAKE THIS COURSE TO BETTER MY CHANCES OF PROMOTION ON MY JOB THIS COURSE WILL HELP IN THAT AREA AND PASSIBLY WITH WHAT EVER ELSE I WOULD LIKE TO EXPLORE IN MY LIFE.

The skills I learned will help me to work with my grandsons.

- Because it helped me to overcome a basic mental block about math and my ability to learn it. I am not yet an accomplished mathematician but I now know I can do it. This Givens me more confidence in my job and my approch to life in general.

GREATER SOUTHEAST COMMUNITY HOSPITAL

The Director of Human Resources at this hospital, located on the District of Columbia and Prince George's County, Maryland borderline, knew that supervisors were concerned about the writing ability of some members of the staff. The teacher designed a writing skills class to meet for twenty-four hours during work release time. The class length was determined by the specific nature of the needs of the class and the curriculum necessary to meet those needs. The following is the teacher's narrative about the class.

Report Writing

Students were from the home health care and accounting departments of the hospital. These students were having difficulty writing documentation on standard health care and insurance forms. Their supervisors had recommended that they attend the six-week course to call attention to their writing problems and to improve their writing skills. A diagnostic test was administered during the first session to evaluate each student's knowledge of English fundamentals: sentence parts, sentence structure, punctuation, mechanics, and diction. Each class session consisted of a review of the most useful rules in grammar, punctuation, and syntax and completion of practice exercises to develop students' understanding of these areas.

By the end of the course, the students felt that they could write concise, readable documentation on the standard forms required by their jobs. They also reported a greater understanding of the use of the English language and an increased ability to write confidently and

effectively. In follow-up calls, most students indicated that they were continuing their studies in other classes offered either at Greater Southeast Community Hospital or at local colleges.

GREENBELT MARRIOTT HOTEL

The Director of Human Resources was well aware of the need for classes for her cleaning staff. She and their direct supervisor strongly encouraged employees to take advantage of the classes. The housekeepers are paid for cleaning a certain number of rooms each day and an effort was made to reduce that number of rooms on the days classes were scheduled. This was not always possible. Attendance was steady enough to feel that a second forty-hour class could be held, but management then discovered that two of the housekeepers were working with false permits, and after they were fired others quit coming to work. Those we continued working with were enthusiastic about classes, but were burdened with more rooms to clean, so the second session of classes had to be discontinued. The following is the narrative written by the ESL teacher at the Marriott.

ESL Classes

The Greenbelt Marriott employs many housekeepers whose native language is not English, most often Spanish. As a result these Spanish-speaking housekeepers have difficulty communicating with their supervisors, co-workers, and the hotel guests, even though their work skills are quite good. In their personal lives, these housekeepers also have communication difficulties participating in such routine,

everyday activities as shopping, visiting the doctor, and talking with their children's teachers.

Their primary need was to acquire some work skills and some life-skills English. To address these specific needs, we decided to have ESL classes for them every Monday and Friday morning from 8:30 a.m. to 10:30 a.m., before their workday began.

The first day of class, we tested students to determine their current level of competence. We found that about half of the class was at Level 1 competence (almost no English proficiency), and the other half was at Level 2 (quite limited English proficiency). At each class, then, we focused on some life-skills English, some specifically hotel-housekeeper English, and some basic general English.

After many classes most of the housekeepers were able to greet guests, answer simple questions and ask them about cleaning rooms. They were also more aware of hotel management procedures and were able to tell the management about basic problems with the rooms.

They could now shop for groceries and talk to a dentist much more easily then before class began. Finally, they were able to comprehend much more of what was going on around them in English, and were able to express simple ideas in general English.

When we tested the students at the end of the session, they all had increased one level of proficiency; the Level 1's were now Level 2's and the Level 2's were now Level 3's. Besides that, they all seemed to feel much more at ease around English speakers and were much more communicative then they had been at the beginning of class.

E G & G is a light industrial manufacturing plant located in Beltsville, Maryland. Many employees are foreign-born, and the Director of Personnel felt that many should take advantage of classes held at the worksite. She encouraged all foreign-born employees to talk to the project facilitator for encouragement and evaluation. She also notified supervisors that a class in preparation for the GED would be available for those interested. It was decided that three classes would be held. The classes were held at a time that straddled the two shifts and the students were told they could make up time missed attending class by putting in extra time on other days of the same week. The students were not given work release time. Classes were held in a trailer used as the employee lunch room. Attendance in the two ESL classes did not stay as steady as anticipated, so the classes were merged during the first forty-hour session. Attendance in the GED and the joint ESL class did call for the continuation of these classes for another forty hours. The following are the comments by the teachers and comments written by the students on the in-class survey.

ESL Class

Students are factory workers who do assembly type work on scientific parts.

Most of the students have been in this country from one to ten years. They all felt that they previously had very little opportunity to speak English and thus wanted to improve their conversational skills. Most were reluctant to speak at first as they had little confidence in their speaking ability and pronunciation. They were therefore embarrassed to speak with each other. However, as the

classes progressed their confidence and ability improved to the point that class spirit evolved. They not only spoke with one another with confidence but also corrected each other in a helpful and constructive manner.

To facilitate discussion and learning, I utilized an idioms book as well as a ESL newspaper designed for foreing-born adults. The newspaper included a crossword puzzle with which I explained and pronounced vocabulary words. The students also shared many of their personal experiences and concerns. One student was taking a course in manicuring to gain certification. She brought her textbook to class, and we discussed various anatomical references in it. Another student brought in one of her daughter's assignments and wanted in clarified.

As part of the workplace literacy program we also perused and discussed the E G & G weekly newsletter. The newsletter ran a safety contest. The class submitted an entry and happily won a safety slogan cash prize. We celebrated with a pizza party.

By the end of the course the students felt more comfortable using English. They communicated more clearly and with less hesitation and were better able to understand their supervisors' instruction and to seek clarification when they did not understand.

Pre-GED and GED Preparation

This class consisted of assembly, factory workers who made scientific parts, such as rocket seals. Only two of the students spoke English as their primary language.

We spent much of our time working on math and English skills. Students had most difficulty with oral and written communication. The

students were competent in basic math skills, but their ability to solve word problems was deficient. We also needed to review algebra and geometry concepts.

At the conclusion of the class, the employees were better able to communicate with their fellow employees and supervisors. Their ability to write had also improved dramatically. Students were also able to make very specific measurements which were required in their jobs. All of the students wanted to earn their GED diplomas which were required for job promotions. One student, who did pass the GED test, called to share the good news and inform me of how her life had changed. She felt so much better about herself; she had received a promotion and was enrolled in a computer class through her employer.

EG & G Pressure Systems
PreGED/GED Class

The following comments were written on the "Student/Employee Questionnaire" during the last class session.

12. How will the skills you learned in this class help you in your life or in your job?

The skills I learned in this class help me a lot about my life and my job. I can understand-ressuring when I will see in my life and I can get promotion when I get GED diplomat.

These skills will enable me to advance to a Supervisory position in my job, and in my life will prove to my Children what I taught them, Education helps!

EG & G - ESL

The following comments were written on the "Student/Employee Questionnaire" during the last class session.

12. How will the skills you learned in this class help you in your life or in your job?

good help.

In My life this class help me to improve speaking and listening English - and I can help my children with their homework.

I can learn English to learn to read to write and get better on my job to Able to talk better with people

I need to learn english more, the main thing I need is to speak more and pronunciation and learning more Word.

Speaking English better.
Improved Pronunciation

This Calls is help to me for my Co-operate the other employee Es better Spick, Read Es write English.. Es to help full to other.

I help my children with school work and speaking English, & talk better with people in my job

MARYLAND THOROUGHBRED HORSEMEN'S ASSOCIATION

The Association president felt that employees at the racing center at Bowie Racetrack should be provided with the opportunity to improve their educational level. Class notices were displayed in the stables and at the track kitchen. Individual owners and trainers encouraged employees to attend class. The class time was set for after morning workouts and class was conveniently located near the track kitchen. The students were encouraged to attend, but because of the flexible track schedule it was not always easy for them. The project facilitator did the pre-testing and found that many of the students were capable of taking classes in Pre-GED and GED. One forty-hour session was provided for younger adults who were able to accomplish a lot in a short period of time.

Pre-GED and GED Preparation

The employees were grooms and hot walkers. This was a very young group with a very distinctive life style. Most of the workers lived in trailers at the track. They worked seven days a week and had already worked a full day before class time. However, their work day was not finished after class. They all had different employers at the track, and the range in responsibility and salaries varied from employer to employer.

We spent most of our time working on oral and written communication. In math we covered basic skills, word problems, and higher level math needed to pass the GED test. Some of the students wanted to become trainers, which required having a GED diploma. Three

students have already successfully passed the GED examination. One of these students was planning to enroll at the local college. Another student, who is continuing to work on passing the GED, did get a better paying job at the track and was very happy with her new position.

BOWIE RACE TRACK

The following comments were written on the "Student/Employee Questionnaire" during the last class session.

12. How will the skills you learned in this class help you in your life or in your job?

I have better my english skill. and hope to pass the GED Test. If I do pass the Test I will be able to get the jobs I want.

12. How will the skills you learned in this class help you in your life or in your job? The skills I've learned in this class will help me get my GED. When I get my GED I'm going to try to be a police officer and; being an officer I'm going to have to write reports. The skills I've learned will help me do so.

12. How will the skills you learned in this class help you in your life or in your job? It will help me get into College a lot easier and then a nice stable job. that'll help me make a lot of Money for my Children (when I have them) and for me and my husband.

12. How will the skills you learned in this class help you in your life or in your job? I need this deploma for a job transition.

MARYLAND NATIONAL CAPITAL PARK AND PLANNING COMMISSION

The representative from the Prince George's County area of the Park and Planning Commission was very concerned about the low reading and math levels of some employees. These problems hampered proper supervisory communication and job completion. Many employees had been identified for tutoring by a volunteer organization, but there were many problems with this learning situation, and this workplace literacy program was welcomed as the previous program had failed. Students were identified and encouraged to come to class by supervisors and some students heard about the classes from fellow employees who read notices about the classes. The classes were held during work-release time, and the attendance was steady. Classes were held at two geographical district recreational centers. The students who were identified were of low ability and self esteem and small classes were needed for maximum progress. The four classes ran for two, forty-hour sessions, and new students joined as they built up the confidence to try a new learning situation. Following are descriptions the teachers wrote about their classes and comments written by the students.

Riverdale Recreation Center - Pre-GED/GED

Students do ground maintenance and indoor and outdoor custodial work. This class was comprised of adults with varying basic skill levels, each having a goal for self-improvement in reading, writing, spelling, and math. Students followed an individualized program progressing at their own pace and using materials appropriate for their skill levels and job related interests.

Students worked on improving skills in reading (Phonics, comprehension, inference, main idea); writing (sentence structure, parts of speech, capitalization, and punctuation); spelling (commonly misspelled words and job related words); and math (basic skills and consumer related problems).

Students were particularly interested in improving their spelling and writing skills relative to their jobs. They wanted to be able to write "good sentences" and spell words they used in keeping records of their daily work (descriptions of maintenance jobs they needed to do and work they did each day). One student designed a telephone message form suitable for his job which enables him to keep more accurate records. Students worked on improving math skills and multiplication, division, fractions, decimals, and percents and applied these skills in solving job related problems. Students also worked on filling out forms, writing friendly and business letters, and writing job resumes. Attitudes and job keeping skills were also discussed.

Student attendance was excellent and students were pleased with their progress but disappointed that their class could not continue. Students were encouraged to enroll in Prince George's County Adult Basic Education evening classes to continue their studies. Some plan to take the GED test.

Riverdale Recreation Center - Basic Reading

Students do ground maintenance and indoor and outdoor custodial work. Students in this class were working on a beginning reading level. Some knew the letters of the alphabet and were able to write them; others didn't know all the letters of the alphabet nor how to

write them. No student could write his own address, and one could write only his first name. Students could add and subtract single digit numbers. Students worked on basic reading skills (letter recognition, consonant and vowel sounds, vocabulary, and comprehension skills); handwriting (formation of small and capital letters); spelling (basic, life-skill and job related words); and writing short sentences using correct capitalization and punctuation. For math, students used basic addition and subtraction to solve life-skill and job related problems such as banking, paying bills, and overtime pay. Health care, job-keeping skills, attitudes, and job benefits were discussed. Students also made and kept a monthly calendar (learning the spelling and abbreviations for the names of the months and days of the week), learned how to write a check, fill out basic forms, and how to read and follow simple directions on a map.

Student attendance was excellent, and by the end of the class session, students felt better about themselves and were proud of their progress. They had learned to read and spell many new words and could write short sentences. They could read their own work signs and other signs and advertisements they saw in stores, on the streets, or along the highway. Some students for the first time had an interest in newspapers and magazines because they could read some of the words. One student happily reported he could now read some of his own mail.

Students were encouraged to enroll in evening classes in the Prince George's County Adult Basic Education program. Some students have enrolled in evening classes and are attending regularly.

Students do maintenance work and indoor and outdoor custodial care. Since the majority of the students could already read, we concentrated on math and English skills.

In math we reviewed basic skills (addition, subtraction, multiplication, division) of whole numbers and spent the rest of the time on fractions, decimals and percents. By the end of our eighty hours some of the students were working on algebra in the GED math book; the majority are ready for a GED class.

In English, we covered the entire Pre-GED English book, concentrating a lot of effort on subject/verb agreement (a major emphasis on GED test). At the end of the session the students should be ready for GED English class. Some were ready for and took the GED test.

Part of English class was devoted to basic spelling rules, homonyms, plurals and possessives. We also did several writing exercises. The final essay "What is My Definition of Success" was reproduced on computer and made suitable for framing. Some of these essays were lovely and very inspiring. Each essay revealed a very interesting aspect of the student's personality. Each focused on success from a different viewpoint. I sent copies of all of these to Mr. Zimmerman (the workplace representative).

In English we worked on reading. The students became very involved with reading science and health articles. They found and brought in articles to be read by the class. Major concerns of the students are hypertension and stress. We reviewed vocabulary from the performance evaluation sheets and practiced filling out forms.

This class was a joy to work with. They worked well together - joking and laughing - always helpful to one another. It was obvious that the students respected each other.

MNCPPC Tucker Road - Basic Reading

Students do grounds maintenance work and indoor and outdoor custodial work. These students were unable to recognize all of the letters of the alphabet when classes started. Students could only write their names. Students spent most of the class time working on reading. Letter sounds were introduced, with new words that began with each letter added daily to our list. Many new words were either life-skill (car, bank, store) or work skill (rake, mop) related. Reading and writing sentences were daily activities. Monthly calendars indicating family birthdays, holidays, pay day, etc were completed and shared. The students discussed finances, job skills and attitudes, child and health care. One student took extra papers home for his four-year-old daughter. She wanted homework like Daddy. Father and daughter did homework together. He wanted her to be a reader and to do well in school.

By the end of class, the students had been introduced to all of the consonant sounds and the short-vowel sounds. They had a basic knowledge of sentences (capital letters and punctuation marks). Their handwriting (printing) had improved. One student bragged one day that now he could write his wife's name on gifts and cards "all by himself." In math, addition, subtraction and consumer skills were stressed.

At the end of the class session, students were interested in continuing their studies in the ABE programs in Prince George's County Public Schools.

PARK AND PLANNING - RIVERDALE

The following comments were written on the "Student/Employee Questionnaire" during the last class session.

12. How will the skills you learned in this class help you in your life or in your job?

In my job this class has already helped me in figuring and writing up purchase orders. By the improvement of my math skills. As far as my life goes, I feel better about myself and therefore This makes me a better person inside.

TO READ AND WRITE BETTER IS A BIG PART OF LIFE AT HOME AND ON THE JOB TO BETTER MYSELF NOT TO SEAT AT ONE LEVEL.

THANK YOU FOR THE CLASS

I think that the skills that I learned in this class will be extremely helpful, on and off the job.

It good for me.

learned to read my work better. and to my work order out right. it did help motivate in my skill at my work

The skills I learn is read and writing better.
I like to read. And I like move up in the world.
And to be able to write well. I read a little better
and I fill good, I have a long way to go.
Thank you

Well! it did help motivate me to work on improving my skills in reading and writing, math and in understanding myself. I feel like I just got started.

Thank you for the apportunity

Mainly the mathematics will help me; because I must figure out dimensions of ballfields, fencing, amount of concrete needed in certain jobs and so on, The list is too long to go on with. The english will help my ability to understand and write my vocabularies better.

I think the skills that i learn in this class will better me to do my job more skillfully. It will also help me help my family in the future.

PARKS AND PLANNING - TUCKER ROAD

The following comments were written on the "Student/Employee Questionnaire" during the last class session.

12. How will the skills you learned in this class help you in your life or in your job?

Two Be Able To Reading.
Two be able To ride

They help me in my reading. I wood like at be helpd again. It also help me my Job.

The class helped me to read automotive books. and helped me on the outside to cross the streets and to read signs.

The class has helped me so that I can read some things better. I would like to come back if there is another class.

Class has helped me a lot outside my job by improving my reading and writing. I really liked the class and wish it could continue.

SELF-IMPROVEMENT

To understand written & oral instructions.
To prepare daily work orders & evaluations.
To have more Confidence in what I write on Repair orders.

I Have a bETTR understanding about How To write and do math.

They will help me better in day to day skills. I think they will help me on the Job as well

It will help me with my Kids. It will improve my reading, for my Job

Because I learned better skills I have forgot over the years.

By being able to write and address better business letters and by being able to read faster and understanding what I read.

Be able to help my kids when they do not understand there school work. like english, Arithmetic, Reading

If you speak well and know your arithmetic, you have more self confidence and people respect you more.

It will help me to. write things for myself.

PRINCE GEORGE'S COUNTY GOVERNMENT

The director of the training institute saw an immediate and great need for adult basic education classes for local employees. She needed to persuade others in the County government to offer these classes during work release time and to see which supervisors would be most supportive of such training. After deciding that the two major locations for such classes would be at the Landfill in Upper Marlboro and at the Department of Public Works in Forestville she assigned a staff worker to work with the project facilitator. This representative made contact with the various supervisors and pinpointed times and locations for classes.

It was decided that the Landfill workers would be encouraged to attend meetings where the classes would be described to everyone. Employees were addressed by the project facilitator, who explained the classes, and by supervisors, who explained the work release policy. Pre-testing was accomplished the following week, and because of the number of interested employees and their varied abilities, two classes were formed. One was a basic class and the other included pre-GED and GED instruction. These classes were taught for a total of eighty hours. Teacher and student comments follow.

ABE Class

These men work at the Landfill as truck drivers, equipment operators and/or laborers. This was a very difficult class to teach: a relatively large class of ardent students who ran the gamut of basic skills. There was a sixty-year-old man, very eager, but not "gifted in

the language arts," who was not clear about the alphabet. There were a couple of men in their thirties, who were very bright, and who came into class with low-level reading skills. There was everything in-between. Only the fairly regular presence of a volunteer helper allowed me to address the varied needs of this group of students in an adequate way.

Men at the lowest reading level worked on recognizing the names and sounds of the letters, and on reading and writing simple, common words like "this", "girl", "man." These men, one of whom did not begin to grasp even the concept of subtraction until halfway through the session, had begun two-digit multiplication by the time the class ended.

Those men who entered the class with low to very low reading skills were introduced to more and more sight words and taught phonetic word attack skills. Over the period of a few weeks, this group separated itself into two subgroups. One group quickly grasped the concept of phonetic word attack. They were able to move more rapidly in the reading book, and were able and willing to memorize lists of spelling words. (One of these men told charming stories of doing his homework with his children, while they did theirs.)

The other group possessed poorer reading skills to begin with, needed more time to absorb new words and concepts, and had a lot of trouble with writing and spelling.

The general approach to both of these groups was the same: reading, reading comprehension and writing were emphasized. Every reading lesson was accompanied by questions that required the writing of words or phrases and also original sentences. In addition the men

wrote sentences from dictation, which were designed to improve spelling and sentence construction skills.

In math, word problems were given to reinforce reading and problem-solving skills. As with reading, math ability varied, but all of these men had at least been introduced to long division by the time classes ended. Some were working with the concept of fractions, and could reduce fractions to lowest common denominators.

These men were serious, enthusiastic students, who attended class regularly. All took great pride in their class achievement, and several indicated that they were enrolling immediately in the County's evening adult education program.

Pre-GED

This class contained men and women who work as mechanics, secretaries and laborers at the Prince George's County Landfill. Several of the men were in supervisory positions, and their job responsibilities sometimes interfered with their class attendance.

The aspirations of this group were quite varied: One high school graduate, asked why he had enrolled, said privately, "A lot of the men see me as a leader, and I knew if I enrolled, some of those who really need the class would enroll too." Other class members wanted to earn a GED; some simply recognized that they were weak in reading, writing and/or math and wanted to "improve themselves". Skill levels were as varied as aspirations: The aforementioned "leader" was college material - other class members stumbled badly, reading 6th grade material, and spelled so poorly that their writing was often indecipherable.

When the class began, time was about equally divided between reading comprehension, math and grammar/writing skills at levels appropriate to the individual. The underlying aim of this program was to prepare students for the GED test.

As the weeks went by, however, it became evident that the one subject that concerned every student intensely was spelling - and the limitations that poor spelling and sentence writing skills placed on their ability to communicate in writing. Some were concerned about writing to girlfriends; the mechanics, supervisors and secretaries about writing reports at work.

Thereafter, lessons focused on spelling, writing and vocabulary. Special attention was given to words commonly needed to write reports: the days of the week, the months of the year, job-related words like "clutch", "garage", "engine", "accelerate". All the students indicated that they found the session interesting and helpful.

One man wrote and submitted an article to a magazine. Although his spelling is not perfect, his imagination is remarkable, and he's truly a gifted writer. One woman became interested in solving crossword puzzles, and began using a dictionary regularly to check spellings and definitions. Several students were delighted to discover the thesaurus - fascinated by multiple expressions of the same idea.

Most of these people had not been great successes in school - whether or not they managed to come out with a diploma. For many, this class was the first time they ever took a joy in academic learning and saw themselves as making real progress in that area. Most indicated that they would welcome an opportunity to attend more classes. At

least two men - who do not have high school diplomas - indicated a serious intention to pursue a GED.

The Prince George's County Department of Public Works had publicized its classes by posting notices and advising supervisors to encourage attendance. In addition to these two means, it was found that relatives and friends who worked for the landfill had spread the word about the classes. The pre-testing was done in the future classroom, but there were so many eager students that it was necessary to spread employees out in several of the surrounding offices. The group was so large and so diverse that it was necessary to hold three classes, which were well attended and taught for two forty-hour sessions. It was thought each class should be held for two hours, twice a week but the supervisors felt that it would be better for the jobs to have each employee miss one day for four hours. The GED and Pre-GED classes were therefore held once a week. The basic reading and math class had far fewer students, and these classes met for two hours twice a week. The teachers' descriptions and the students' comments follow.

ABE Class

Students in this class do construction and maintenance on County roads and grounds. Specific jobs ranged from heavy equipment operators and truck drivers to laborers. Several of the men worked 2-3 jobs, or worked all the overtime possible on their regular job: I sometimes wondered how they had the energy to attend class at all!

None of these students, when classes began, could read even very elementary material smoothly. One of them, despite his diploma from a

special education high school, did not even recognize half the letters of the alphabet. Another, asked to write a brief, simple sentence, or even a few words, said, "I can't write.", and refused to try. All of these men evidenced a strong desire to learn to read and clearly, in every case, this was related to a desire to prove to themselves and others in their lives (mother, girlfriend, co-worker) that they could learn, i.e., that they were not "dumb."

Class sessions focused not only on learning words and word attack skills, but also on comprehending what was read. Students with complementary skills worked together to decipher new words and discuss the answers to questions. Conversations were very lively.

Halfway through the sessions, I brought in a Washington Post "Mini Page" dealing with environmental pollution - in part to demonstrate to these men that the "real world" contains material that is near their reading ability. Together, we read and discussed the article, and the men wrote answers to questions about the material. Thereafter, one of the men sought out the "Mini Page" regularly and several times brought it to me.

Every class session, and regular homework assignment required writing words and original sentences to answer questions about stories read. The men also wrote sentences dictated to them in class. (These were designed as "spelling exercises" - using common words that give trouble, e.g., "was", "their", "would", etc. and also new words that can be spelled phonetically.) The men wrote the sentences and took turns putting them on the blackboard, then helped each other correct any errors in spelling, punctuation and use of capital letters.

Math skills were emphasized less, because these men wanted primarily to learn to read, but at the end of the sessions, all but one of the men was doing simple to moderately complex division. At the beginning of the sessions, some could not subtract, when subtraction required renaming. Several times, the men were given word problems to help with reading and comprehension, as well as math.

When class ended the student who had begun the session not knowing the alphabet, was delightedly reading and writing simple sentences; and showing a remarkable facility for sounding out new words. Those students who began with halting reading skills were reading and comprehending fairly complex elementary materials. The man who "couldn't write", when asked to and "ing" to the word "drive" and use it in a sentence, produced "Picking these words is driving me crazy".

All these students showed a new confidence and pride in themselves and their ability. All expressed a desire to continue their education. "I'm not dumb!" radiates from their personalities and that's their most significant achievement.

GED Math, Writing, and Reading

Students have diverse jobs with the County: bricklayers, drivers, equipment operators, maintenance crews, etc. Because of the large number of students that desired classes, Prince George's County Public Works was able to offer classes at different academic levels. We had a large group that was able to complete the Cambridge Pre-GED Reading, Writing and Math series and some GED material.

Many did not test on the GED level of instruction when first tested. In spite of this, they were still very focused on obtaining their GED diplomas.

Prince George's County Public Works was reluctant to allow the students two two-hour classes per week. Rather then relinquishing any instructional time, we elected to have one four-hour class per week. This proved to be challenging but, with a lot of hard work, perseverance and much good humor, we covered a lot of material.

Most of the class is scheduled to take the GED test soon. One student passed the GED test, one has enrolled in classes at Prince George's County Community College, one is enrolling in a computer course and another is scheduled to take the entrance exam for the military. This was an enriching and rewarding experience for all of us. We grew into an extremely close-knit group.

Pre-GED Math, Writing and Reading

Students have diverse jobs with the County: bricklayers, drivers, street equipment operators, ground and street maintenance crews, etc. Because of the large number of students that wanted classes, Prince George's County Public Works was able to offer classes at different academic levels. The Friday group consisted entirely of men whose reading ability ranged from the fourth through sixth grade levels. They were primarily interested in upgrading their reading, writing and basic math skills.

Our reading material consisted of high interest - low level vocabulary stories and activities from the Scope and Steck-Vaughn

Reading Programs. The men appeared to love reading and discussing the stories. Many asked to take home additional reading materials.

In math, we reviewed addition, subtraction, multiplication, and division of whole numbers and fractions.

In writing, we wrote complete sentences, reviewed subject-verb agreement and the proper use of pronouns. We compiled and published a book of their autobiographies and practiced writing both friendly and business letters.

We interpreted and made an extensive group of maps, graphs, and charts. We reviewed many life skill competencies such as completing license applications, interpreting bus and train schedules, medicine labels, time sheets, etc.

This group was extremely compatible and supportive of each other. They needed extra time to complete most tasks and seemed to handle the four hour time frame with ease. They enjoyed the experience immensely and look forward to continuing the class.

The Prince George's County Government held an awards ceremony for all of the employees who participated in the program. The ceremony was covered by the press and this is the report as it appeared in the Baltimore Sun:

THE SUN
LIGHT · FOR · ALL
BALTIMORE, MARYLAND
Maryland
SECTION B
SUNDAY
SEPTEMBER 10, 1989

Literacy program comes to the workplace

By Gelareh Asayesh
Suburban Washington Bureau of The Sun

UPPER MARLBORO — For the first time in his 22 years, James Ford went to the bank Thursday and was able to fill out the withdrawal slip.

It was the concrete result of a remarkable achievement. Prince George's County marked it yesterday morning with a simple graduation ceremony for Mr. Ford and 66 other county employees who either had been illiterate or had not know enough reading, writing and arithmetic to pass a high school equivalency test.

The 67 were among about 370 students in the county who took part in a new federally funded Workplace Literacy program, sponsored here by the county board of education and the Private Industry Council.

Educators say they represent a fraction of the huge and hidden population of men and women in the county and the country who have trouble with routine activities such as reading the mail, filling out forms and making change at the grocery store.

They are people like James Ford, who drives a dump truck for the county Public Works Department, and for years has filled out bank withdrawal slips in a scrawl to hide his mistakes.

"Yesterday I went to the bank to withdraw $2,000, and I had no problem writing out that word," Mr. Ford said after the graduation ceremony at County Council chambers here. "It feels nice."

The Prince George's program is one of two in the state — the other is sponsored by the state Board of Education and the AFL-CIO, in Baltimore and surrounding counties. Funded with a $77,000 grant from the U.S. Department of Education, the program is one of 31 established around the country this year.

The federal government intends to continue the program, in an attempt to reach the estimated 23 million adults in the nation — one in five — who are functionally illiterate.

That number grows by about 2.3 million a year, according to estimates

See LITERACY, 2B, Col. 3

P.G. literacy program brings learning to workplace

LITERACY, from 1B

from the National Advisory Council on Adult Education.

In Prince George's County alone, educators estimate, there are some 92,000 people who can't adequately read, write or compute.

"This is the tip of the iceberg," said Doris T. McGuffey, who works with training programs for county employees.

The county was one of about 15 employers who recruited employees for the 20-week courses at or near job sites, in which students ranging in age from 19 to 63 studied everything from basic reading to the more advanced grammar and math intended to prepare them for obtaining their high school diplomas.

The students included chambermaids from the Greenbelt Marriott hotel, warehouse workers from a Duron paint factory in Beltsville, grooms from Bowie Race Track, custodians from the University of Maryland at College Park, kitchen workers from a local nursing home, county garbage men and letter carriers from the U.S. Postal Service, said the project's facilitator, Margaret Golibersuch.

There was the popular park maintenance worker who couldn't be promoted because he couldn't fill out evaluation forms, the store detective who suffered a similar problem and the factory workers who couldn't read the safety signs on machines.

"There's a lot out there," said teacher Mary Ellen Butiak. "When they go to the grocery store, they hand out big bills because they can't make change . . . and you have to look at the pictures to buy something. If you get something like Campbell's soup, that has no pictures, then you can't tell if you're getting cream of mushroom or cream of celery. And you are perpetually hiding it because you don't want people to know."

One worker at the county landfill did his homework sitting in the parking lot after work each day because he didn't want his children to know he couldn't read, Mrs. Golibersuch said. Others did their homework side-by-side with their children and tried to set an example.

"I have three daughters, and I have one that graduated this year," said 34-year-old Jewel Dozier, a cement finisher with the county who had perfect attendance at the classes. "I had certain rules for them, and one of them was to finish school. And you have to practice what you preach."

Most of the students had completed at least elementary school, while many of the more advanced ones had finished 10th or 11th grade, Mrs. Golibersuch said. While some, like Ms. Dozier, could read at a high school level, others were still using crib sheets to memorize their names and addresses despite several years of schooling, she said.

For four hours a week, they learned the meaning of words like "compatible" and "exhilarating" and how to work out that 34 X 16 equals 544. They learned to find Maryland on the map; they learned that the atom is made up of protons, electrons and neutrons.

About 90 percent of the students in all the classes completed the program — even though only a few employers, including the county, allowed the classes to take place as part of the work day, Mrs. Golibersuch said.

Prince George's County Landfill

The following comments were written on the "Student/Employee Questionnaire" during the last class session.

12. How will the skills you learned in this class help you in your life or in your job? to better myself in the future in front of my Peers. to get a better job

it has helped me a lot
I can Read better Than before.
I can Do my Division and I am work on fractions.

It would help me to read Safety Signs so I won't hurt my self.

It has made me feel better about myself.

To be able to prepare myself better.

Learn how to read the name of the street

Help me to get through life better

Prince George's County Landfill

12. How will the skills you learned in this class help you in your life or in your job?

To spell better and write better sentences. To do add and subtraction better.

DEPARTMENT OF PUBLIC WORKS
PRE-GED AND GED CLASSES

The following comments were written on the "Student/Employee Questionnaire" during the last class sessions.

12. How will the skills you learned in this class help you in your life or in your job?

With the skills that I learned and will learn will defiatly help me get a promotion.

The skills learned by me, will help me in concentrating on my family budget, plus reading my map booklet..
I will feel more comfortable when planning trips using my map etc...

to get ahead in my job
to get more Ed.

I did this to help my child in the future, and to get a mind better job. I need nice Money

First of All IT will let me be more beneficial to my kid's, then it may help me be more eligable for a future promotion which may end up in me making a little more money.

To understand Problems better.

Improve my math + English
Help with A promotion

Well as to myself it has help my everyday life because there were some things that I forgot after I got out of school

I THINK it HAS HELP ME
To be More sure of myself

very HELPFUL

It has prepared me for College as a Refresher course.

To help my children in their school work. And their math helps alot on the job and at home

Help in get promotions

It will help me understand my job and help me further my Ed.

DEPARTMENT OF PUBLIC WORKS
PreGED and GED

12. How will the skills you learned in this class help you in your life or in your job?

I will help me because I can read letter. And I can do math letter and understand letter than before.

Do improve my math and Reading and move to a high prossess.

Extremely helpful in all ways. I wish that the class could continue.

Do my Time chart
Day My Day life . Do money ORDERS

I improve my self in getting my GED. And help my Children.

will it help me to get along on my Job better because I can talk better and understand things clearly.

12. How will the skills you learned in this class help you in your life or in your job?

This Classes has helps me to be able to talk to my Co-working better and I fell better about myself.

Extremely helpful in all ways I wish the class would last longer

Well, I have every intention to move up in my job, this class has definitely been a blessing to me. I help my kids with their Homework, I am better at things that I do and I am more sure of myself and I feel good about myself. and I feel more respected and I really owe a great deal of thanks to my teacher mary which is really Helpful and a nice lady

This class has helped me to help my kids that are in school

I have learn A lot from this class and the teacher. I'm looking forward to my G.E.D.

This class has been extremely helpful at home and job.

Help me ~~the~~ At Home And on the Job. REST OF my LIFE
Thank you.

To help my kid with Home work and also to do my Job letters.

It help me very will it help me in read skills and math skill and it is helping me in life very will

more Promotions mean more money

you will be prepared for all of your goals in life.

This Class helps me to understand things much better. this Class make me feel good about myself.

It has proven to be very helpful and I do believe that with the help of this class I will prove to be very much prepared for what to come

glad it will better me in Life.

Learn to this to other people

REGENCY NURSING HOME

The administrator of the nursing home had an interest in adult basic education when his kitchen supervisor explained that there were employees who were reliable and good but who were not eligible for promotion because of the lack of skills and/or of a high school diploma. He was encouraged to explain the classes to his staff and to post notices of a pre-testing and question and answer session. Several employees volunteered for the classes, which were held in the late afternoon when most employees had finished work for the day. Most scored on the Pre-GED and GED level and many stayed with the class for the two, forty-hour sessions when the class did not conflict with ever-changing work schedules.

Pre-GED

The students are nurses' aides, dietary aides and custodians. These students came to class after work hours.

The students took both math and English classes. During the first ten week session they worked in GED math reviewing basic math skills in whole numbers and fractions. In math the students moved at different rates and therefore math became very individualized. During the second ten-week session we worked on decimals, percents, tables and graphs. By the end of class some students wanted to take the GED test.

In English we worked through the GED English book, stressing subject/verb agreement and sentence structure. We practiced writing several essays.

It was difficult to incorporate the vocabulary needed for the nursing staff with what would be useful to the dietary staff. We had

success with applying our knowledge of fractions to reduce nursing home recipes.

REGENCY NURSING HOME

The following comments were written on the "Student/Employee Questionnaire" during the last class session.

12. How will the skills you learned in this class help you in your life or in your job?

These skills I learn will keep me in my Job. In a long run! I'm going to take some College class

hopefully to get my G.E.D.

Mostly that I learn a lot in this class I hope it get my G.E.D. I am trying real hard to get it.

I am very glad, they had this class here at the Regency. The hours were great.

Other skills; if you believe you have improved other skills, please list: I believe I have improved on English Math

UNIVERSITY OF MARYLAND

The employee relations division of the University staff has been asked to provide classes for the non-readers who are employees at the College Park campus. Supervisors were notified of these classes and they in turn encouraged those in need of very basic skills. The classes were held in a campus classroom during work hours. Good attendance warranted the classes being held for two, forty-hour sessions.

Basic Education

The class consisted of maintenance and housekeeping workers. Half of the class could not read or write; the rest had ability levels ranging from second through fifth grade. We worked on reading, writing and basic math skills. Much time was spent on decoding skills. The students were attacking many unfamiliar words by the end of the two sessions. In fact, one man stated that his wife was angry with him for reading his birthday card before his birthday. She had never had to worry about him reading anything before. In addition to reading we covered many other work-specific skills such as job-related vocabulary, measurement, form completion, and on-the-job safety.

Some of the concrete results of the class were promotions, raises and obtaining a class B driver's license. Also, as a result of this federal grant, the University of Maryland is presently offering Basic Education classes for students from this class and other interested employees. One particular student was so motivated that he enrolled in a summer adult education program until classes began again in

September. Another student enrolled in the class so that he could learn to read the Bible. Although he hasn't reached his goal, he has vowed to continue working until he does.

UNIVERSITY OF MARYLAND

The following comments were written on the "Student/Employee Questionnaire" during the last class session.

12. How will the skills you learned in this class help you in your life or in your job? If I can master English I think I can get better job to improve my future

This class helped me better myself and write tickets up.

It will help me to be able to read and understand instruction. I be able to follow order.

I got a promotion and a raise. I just hope they have more classes so I can continue coming to class.

I did get my Class B driver's license and I did read a whole lot better than I ever did.

very helpful in life. Helpful in my ~~f~~ getter.

I've learned to read some, and I've learned new words. It's helped me learn to read my printed work orders.

If I learn to read it will help me throughout life. My life will be much easier.

Learning to read!

ITwill help me To be able To understand What I reade. My instructer is The best i have ever had in helping with my problem in reading Spelling.

They will help me with my job. They hope they continue the classes.

This class helps me read and do some math and some spelling and writing. I am a much better speaker.

UNITED STATES POSTAL SERVICE

A representative from the Postal Distribution Center in Capital Heights, Maryland felt that there were employees whom she had in training classes who would benefit from Adult Basic Education classes. The classes were promoted in a booklet with other course offerings, and several individuals from that distribution center and other post offices in the area came for pre-testing. It was decided to hold late afternoon classes in classrooms at the training center in Capital Heights. None of the employees was offered work release time. The students were eager, had maintained good attendance and were showing enough progress to warrant running two, forty-hour sessions.

Pre-GED Classes

Students were postal employees in the Washington Metropolitan area performing various jobs such as mail delivery, sorting, coding, guarding, or working as a mail clerk. Students came to classes on their own time, some traveling a long distance to get to class after work, before work, or on their day off. Some students rearranged their schedules so they could attend this class.

Students came to class wanting to improve their reading, communication (written and oral), and math skills for personal reasons (to help a child in school, or to feel better about themselves), and to enhance their chances for a job promotion or upgrade or to help in making a job or career change. Students were particularly interested in improving their ability to write sentences and spell words correctly. They worked on spelling, sentence structure, parts of

speech, word usage, capitalization, and punctuation, applying these skills in writing memos, letters (business and friendly), records and writing essays on an assigned topic. Students also worked on filling out forms (job promotion) and writing resumes. Job-keeping and job-seeking skills also were discussed. In math, students used multiplication, division, fractions, decimals, and percents, as well as graph interpretation skills to solve problems related to life-skill situations.

At the conclusion of the class, students felt better about themselves and the improvement they had made. Writing a memo or keeping records no longer seemed such a threat or difficult task. Several students commented that they had gained much self-confidence and wanted to continue taking classes. Students were encouraged to enroll in Prince George's County Adult Basic or Continuing Education evening classes to take additional courses such as typing, word processing or GED preparation.

POST OFFICE

The following comments were written on the "Student/Employee Questionnaire" during the last class session.

12. How will the skills you learned in this class help you in your life or in your job?

To understand better and to do A better Job.

To Better understand about what I am Reading

This class has improved my way of thinking. [redacted] Now I know how ~~important~~ valuable a good education can be.

The skills I learned help me to feel better about myself.

The skills I learned in class has help me better myself.

EVALUATION

Employee Reaction

Much of the learning which occurred in the classrooms during workplace literacy sessions cannot be measured by pre and post testing. The most gratifying aspect of the program was to realize that the students were learning how to learn, were gaining confidence in their ability to learn, and were realizing that learning could be interesting, even if not effortless.

An evaluation specialist from the Prince George's County Board of Education worked with the workplace literacy staff to develop an end of class survey and a follow-up survey of each student. Some of the results of these surveys have already been discussed in earlier sections of this report. The results of all the surveys follow with a discussion of these results.

In order to help with planning future recruitment for Workplace Literacy classes, each student was asked why s/he had enrolled in workplace literacy classes. It is felt that the results of this survey will aid in making recruitment presentations to groups of employees, in guiding supervisors on how to approach employees, and in the design of publicity for these classes. The answer to this question will also help to determine class content.

As of December 1, 1989, 17% of the workplace literacy students had earned a high school diploma. This is a significant percentage since only 6% of the students were working on the GED level when they

enrolled in classes (as determined by the pre-test), and of that 6%, some already held high school diplomas. Half of the students felt that one of the goals they had set since joining the class was to prepare themselves for future classes. Of the students surveyed several weeks after the last class, 41% had enrolled in other educational programs and many others were waiting to see if classes would be continued at their worksites. Teachers found that many individuals depended on overtime or second and third jobs for their incomes. Holding these classes at the workplace helped individuals who were not able to attend classes at other locations.

Students were asked to complete questionnaires several weeks after the last class. The students were each called at their home, or were visited by their teacher at their worksite. This afforded the teachers the opportunity to once again encourage students to enter the Prince George's County Adult Basic Education Program and/or to encourage their management to continue holding classes at the worksite. Some English as a Second Language students were called by fluent speakers of Spanish or Chinese in order to gain the best possible information. The results of this questionnaire follow.

PRINCE GEORGE'S COUNTY WORKPLACE LITERACY - October, 1989

Supervisors from eight of the fifteen worksites have completed this questionnaire. Classes at other worksites have ended too recently to have bearing on these follow-up questions.

Employer Questionnaire

We have conducted Workplace Literacy Classes at your worksite. In order to evaluate and improve our program we would appreciate your voluntarily answering the following question. Please check the response you feel is appropriate for the majority of the employees who were in the classes.

	YES	NO	DON'T KNOW
1. Does the employee commit fewer on-the-job errors because of improved reading skills?	86		14
2. Has the self-image of the employee improved?	86		14
3. Has the productivity of the employee improved?	100		
4. Has there been an improvement in on-the-job behavior of the employee?	75	13	14
5. Has the employee gained additional knowledge about his/her job?	59	13	28
6. Has the employee improved his/her communication skills with peers?	100		
7. Has the employee improved his/her communication skills with supervisor?	100		
8. Has on-the-job dedication improved because of improved skills?	59	28	13
9. Has on-the-job motivation improved because of improved self image?	75		25
10. Does the employee use more precise language in oral communication?	86		14
11. Does the employee use more precise language in written communication?	75		25
12. Has the potential for promotion improved?	59	13	28
13. Have you encouraged the employee to seek further educational opportunities?	100		
14. Do you think the employee benefited from the classes?	100		

These percentages reflect the answers given by students who had completed course work at least 60 days prior to October 3, 1989.

Student Questionnaire

Teachers: Please call all of your students 60-90 days after the last class session. Ask the students to reflect upon their class time before answering the following questions. Check the best response.

	YES	NO	DON'T KNOW
1. Do you make fewer on-the-job mistakes because of improved reading skills?	58	22	20
2. Do you make fewer on-the-job mistakes becayse of improved understanding of English?	66	26	8
3. Has your self image improved?	87	9	4
4. Has your productivity improved?	76	13	11
5. Has your on-the-job behavior improved?	60	29	11
6. Have you improved communication skills with your peers?	78	20	2
7. Have you improved communication skills with your supervisor?	76	22	2
8. Have you gained additional knowledge about your job?	67	28	5
9. Has your job dedication improved because of improved skills?	60	28	12
10. Has your job dedication improved because of improved self-image?	65	24	11
11. Do you have a chance for promotion because of these classes?	48	28	24
12. Have you entered into other educational programs?	29	69	2
13. Is there an aspect of your job that you can do better because of these classes?	73	22	5
14. Do you think your chances of a pay raise have improved because of these classes?	36	44	20

ORGANIZATION RESULTS

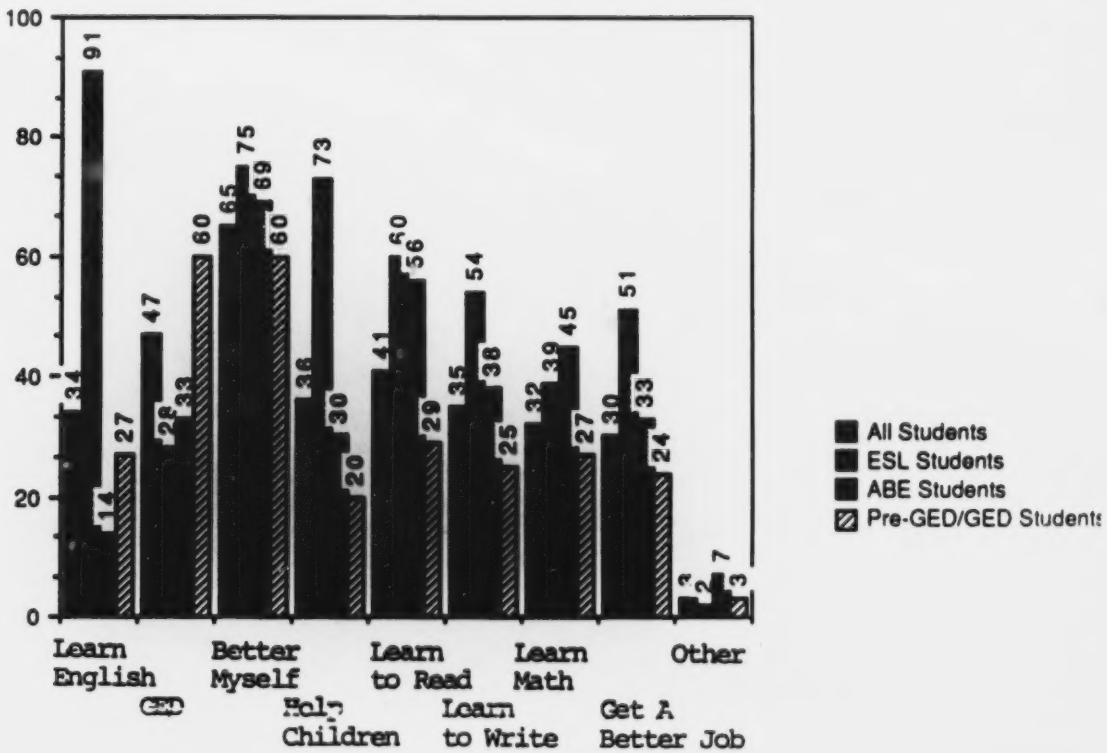
The representative of each worksite was sent a questionnaire several weeks after the last class. Many representatives completed the questionnaire alone and some with the help of the direct supervisors. Neither the employee nor the employer found it easy to respond to the questions on absenteeism and tardiness. These were not previous problems for those who enrolled in classes and therefore their rates did not change. The results of the employer questionnaire follow.

EMPLOYEE/EMPLOYER COMPARISON

The questions on the follow-up questionnaire for the employee and for the employer were similar and it is interesting to note the similarities and differences in some of the answers.

The employee has____.	% of those who said yes Employee	Employer
a. Made fewer on-the-job mistakes because of improved reading.	86	66
b. Made fewer on-the-job mistakes because of improved English.	86	77
c. Improved self image.	75	87
d. Improved productivity.	100	76
e. Improved on-the-job behavior.	75	60
f. Improved communication with peers.	100	78
g. Improved communication with supervisor.	100	76
h. Gained knowledge about job.	59	67
i. Improved job dedication because of increased skills.	59	67
j. Improved Job dedication because of increased skills.	59	60
k. Benefitted from these classes.	100	97
l. Received a high job appraisal.	25	31
m. Stayed with this employer because of classes.	75	41
n. Improved job safety.	63	54

Why Did You Enroll In This Class?



EMPLOYEE LEARNING

A significant step in learning is feeling confident about one's ability to learn. Unfortunately, the ability to scientifically determine this factor is illusive. The employers, the employees, and other members of the project staff have been most satisfied with reactions indicating the improved confidence many students have shown in their ability and their willingness to keep trying. The ability and the desire of these employees to learn has increased tremendously even if there is no concrete method of showing it.

Concrete results were established by pre-testing and post-testing all workplace literacy participants.

English as a Second Language students were tested with a test used for nine years in the Prince George's County Adult Basic Education Program. This test includes an oral interview, verbal practice analysis, a structure test and a sentence completion test. It was found that there was a 28% average increase in the score of the ESL students.

All ABE, Pre-GED and GED students were pre and post tested using the Maryland Adult Performance Program Competency Based Assessment System. This system includes a placement test and three different levels of pre and post testing. Using the scoring system developed with this system it was found that the mean gain of students in the workplace literacy program was 4.89.

All teachers noted the progress of the students in relation to the materials used. The progress of the individuals within the classes is reviewed in narrative form in the descriptions of individual classes elsewhere in this report.

DISSEMINATION

Quarterly reports have been completed and sent to the United States Department of Education. These reports contain details of the progress of the program and of the characteristics of the individuals in the program.

When PIC and the Prince George's School System were awarded this grant, local newspapers were sent an announcement to be placed in the "Business Brief" section of the paper.

At the conclusion of classes held for employees of the Prince George's County Government, the press was invited to attend a ceremony held for the participants. The Baltimore Sun covered this event.

Copies of this report are being sent to ERIC and the United States Department Regional Laboratories.